**Lesson Plan Format**

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:**

3SS1.b: Describe the reason for rules, laws and the U.S. Constitution.

3SS1.c: Name and describe the three branches of government.

3E2a.2: Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

3E2b.2: Write descriptive pieces about people, places, things, or experience that develop a unified main idea and use details to support the main idea.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

**Student Learning Objective(s):**

Students will recognize that the U.S. Constitution is the basic laws for the U.S. and structures the U.S. government.

Students will discuss why we need laws for our communities and nation.

Students will identify the three branches of government and how they work.

**Assessment:**

U.S Constitution graphic organizer.

Write a descriptive piece that identifies one governmental job they would like to have and what branch of government it fall under.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

School House Rock: The Preamble (<https://www.youtube.com/watch?v=yHp7sMqPL0g>)

Modified Transcript of Constitution

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

Once you get a copy of today’s History Detectives graphic organizer, I want you to return to your seat, get your pencil out and put your name on your graphic organizer. Once you have done that, put your pencil down and fold your hands so I can tell you are done.